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Ways to help students whose opportunity had been limited because of economic and social factors were presented. In understanding the makeup of deprived youth, one should accept the belief that all people are ethically equal though personally and culturally different. The goals and procedures suggested were first to accept the responsibility to help all students realize their full potential. Some of the procedures to consider were to assist and encourage in-service training of all school staff for the needs of young people, to identify ability and encourage its development early, and to encourage meeting the need for after-school study facilities for such students. The second goal was to be well informed on the behavioral and social sciences as they relate to guidance programs. Some of the procedures to consider were to understand the cultural mores, traditions, and patterns of the groups from which the students come. The third goal was to know the changing job world and its occupational needs and expectations. Some of the suggested procedures were to inform students of increasing job opportunities on individual merit, and to encourage all teachers to explore vocational implications and opportunities relative to their subject areas. The fourth goal was to utilize community resources for cooperative planning to provide greater opportunities to those who, in the past, had limited opportunities by reason of social and economic groupings. Procedures to consider included encouragement of the improvement of community mental health and child guidance services, welfare programs, recreational facilities, and adult and parent education programs.

The final suggestion was to utilize professional associations and state agencies.

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Expanding Opportunites Through Guidance

Outcomes in Brief
of a Conference for Guidance Workers
Glens Falls, N. Y.—February, 1961

NEW YORK STATE COMMISSION FOR HUMAN RIGHTS
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HOW THE GROUP STUDIED THE TASK

Guidance programs for students who have, in the past, been denied full opportunity for growth were the concern of a group of guidance workers, school administrators and state consultants at an intensive work session at the Queensbury Hotel in Glens Falls, New York, in February of 1961. Their concern was for students whose opportunity had been limited because of economic and social factors — the latter sometimes based on race, creed, color or national origin.

This conference was the result of cooperative planning by a committee of educators and representatives of state agencies.

The group at the conference had not only rich consultative assistance but the experience and leadership within itself were strong and vigorous, yet realistic and resourceful. In work sessions, the participants dealt first with the philosophical and emotional components of accepting the task, then clarified the fundamental goals of a guidance program aimed toward the equalization and expansion of opportunities for individual development, and finally evolved some suggested procedures for schools concerned with this problem.

This brochure is a summary of the thinking and outcomes of the conference. Better things may have been said in better ways about equality of opportunity, but these goals and procedures were important to the conference participants.

REALITIES OF EQUALITY OF OPPORTUNITIES

Their Meanings For The Guidance Worker

EQUALITY MEANS, in the words of the Conference keynoter, Professor Ira De A. Reid of Haverford College:

> ". . . that the effective guidance program is one that inter-relates the needs and abilities of the individual with the social situation of which the individual is a part . . . no significant guidance can be effective without knowledge about and utilization of that social situation."

FOR THE GUIDANCE WORKER—this requires:

"Self Action — Standing for and doing something as an individual;

Interaction — Joining action between all members of the school staff and the community;

Transaction — Planning and action by our professional associations to *provide new procedures, based on sound practice and research."*

A BASIC COMMITMENT

The conference participants reflected a deep belief in the principle that all people are ethically equal though personally and culturally different. They further declared that this belief must be a basic commitment of the guidance worker if his programs and procedures are to work in the direction of equal opportunity for all.

The group recognized that students sometimes lower their vocational sights because of limited knowledge of expanding opportunities. Parents of these young people may advise them in terms of their own experiences of rejection and limited vocational choice because of their race, creed, color or national origin. Counselors could present the changing picture of increasing employment opportunities based on merit. They could not, of course, guarantee that the young person of today will not encounter job bias, but they could point out that equality of opportunity is protected by law in New York State and in nearly a score of other states as well. This would encourage the student to choose a career in accordance with his true interests and aptitudes, work hard in the preparation for such a career and, when trained, apply for a position at the level of his skills.

GOALS FOR THE GUIDANCE WORKER

I To accept responsibility to help *all* students realize their full potential.

II To be well informed on the behavioral and social sciences as they relate to guidance programs.

III To know the changing job world and its occupational needs and expectations.

IV To utilize community resources for cooperative planning to provide greater opportunities to those who, in the past, had limited opportunities by reason of social and economic groupings.

PROCEDURES FOR IMPLEMENTATION OF THESE GOALS

GOAL I To Accept Responsibility to Help *ALL* Students Realize Their Full Potential

Procedures to Consider:

- Assist and encourage inservice training of all school staff, regularly, on the needs of young people who have been disadvantaged by economic and social factors, including race, creed, color or national origin.

- Identify the need for supplementing regular educational offerings with special cultural enrichment programs and activities.
- Identify ability and encourage its development early, in the elementary school, if possible.
- Encourage meeting the need for after-school study facilities for such students in the school or in community institutions and agencies.
- Encourage experimentation with tutoring and other extra help possibilities for these young people.
- Assist in the joint planning of administrators, counselors and teachers toward their common goals of developing the human potential in *all* students and bridging the gap between past restrictions and present aspirations of economically and socially disadvantaged young people.
- Recognize the role the teacher and guidance worker have as people who can really influence the lives of youth, particularly those who are disadvantaged by reason of economic, ethnic or religious groupings.
- Experiment with small pilot projects for the guidance of these young people, after studying the whole school population and its needs.
- Support the use of experienced, capable teachers with small classes as one of the instructional approaches to meeting the needs of such students.
- Urge that school curriculums be geared to meeting the needs of the total school population and that information about legislation to prevent and eliminate discrimination as to race, creed, color or national origin be included therein.
- Provide opportunities for intercultural programs in extracurricular activities.
- Encourage fundamental and remedial instructional programs to teach basic skills, as needed.
- Give adequate school time in individual counseling and group conferences to those in the school population whose opportunity has been limited by economic and social factors.
- Meet the guidance needs of these students without neglecting equal needs of all students.

Use current information, early and frequently, with parents and pupils, concerning increasing opportunities for higher education through loans, scholarships, grants and other financial aids.

GOAL II To Be Well Informed on the Behavioral and Social Sciences as They Relate to Guidance Programs

Procedures to Consider:

- Understand the cultural mores, traditions, values, expectations and patterns of groups from which the students come.
- Gain insight into present living conditions and pressures, as a cultural group strives to rise above restrictions of the past.
- Understand the cultural bias of tests and measuring instruments which deal with abilities, aptitudes and interests.
- Learn about prejudice patterns as they develop in young people.
- Understand the dynamics of societal influences on human development, as they relate to guidance.

GOAL III To Know the Changing Job World and Its Occupational Needs and Expectations

Procedures to Consider:

- Inform students of increasing job opportunities on individual merit regardless of race, creed, color or national origin and the protection of equal job opportunities under Law in New York State.
- Encourage all teachers to explore vocational implications and opportunities relative to their subject matter areas.
- Use information imaginatively in assisting the student to determine his vocational goals, helping him to see vocational models with whom he can identify so as to raise his aspirations.
- Help to create positive self images and arouse respect for self in students of all groups.
- Consider use of vocational models of various races, religions and nationalities in "status jobs."

GOAL IV To Utilize Community Resources for Cooperative Planning to Provide Greater Opportunities to Those Who, in the Past, Had Limited Opportunities By Reason of Social and Economic Groupings

Procedures to Consider:

- Encourage improvement of community mental health and child guidance services, welfare programs, recreational facilities, adult and parent education programs and financial aid resources, as needed, for all students.
- Urge inclusion in the training of teachers and counselors (both preservice and inservice training) of opportunities for community experience in settlement houses and social agencies in underprivileged areas.
- Use the resources of all community agencies dealing with youth.

UTILIZING PROFESSIONAL ASSOCIATIONS

The professional personnel and guidance associations provide opportunities for guidance workers and teachers to expand their horizons and gain depth of knowledge and insight in the development of programs for students who are culturally different from the majority in the school population. These organizations sponsor meetings and conferences, publish helpful materials and work to initiate better guidance and educational program in the state. Those state professional groups which cooperated in planning and conducting this Conference are:

NEW YORK STATE COUNSELORS ASSOCIATION

NEW YORK STATE ASSOCIATION OF DEANS & GUIDANCE PERSONNEL

NEW YORK PERSONNEL & GUIDANCE ASSOCIATION

ASSOCIATION OF EDUCATIONAL & VOCATIONAL COUNSELORS OF THE NEW YORK CITY SCHOOLS

They should be contacted through their officers whose names can be secured from the Bureau of Guidance in the State Department of Education.

UTILIZING STATE AGENCIES

At the conference, representatives of public and private agencies presented in plenary and group sessions the materials, information and services of their respective agencies which are relevant to guidance. There was agreement that more complete use of these resources by counselors would be valuable. Printed pamphlets, films, newsletters and consultant services were listed.

The Bureau of Guidance of the State Education Department provides consultant services. Assistance is available for development of programs for identification of talent of students of economically and socially deprived groups.

The State Employment Service provides current information on trends in the changing vocational world.

The State Commission For Human Rights provides information on progress toward equality of job opportunity under law in New York State. Printed literature, bibliographies, reports, films and display materials may be secured through the offices located on back cover. Inclusion on its mailing list insures up-to-date knowledge of these developments.

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New York, N. Y.

State Education Department
Bureau of Guidance
Albany 1, New York

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